

Kentucky Department of Education
Science Adoption 2008-2014

Provided by the Publisher	ISBN - 9780153638602		Publisher - Harcourt School Publishers (HSP)		Provided by the Publisher
	Kentucky Student Edition				
	Type - P1	Author - Bell, et al			
	Copyright - 2009	Edition - First	Readability - 5.4		
	Course -		Grade(s) - 5		
	Teacher Edition ISBN if applicable			9780153638664	

Overall Recommendation:

☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

-Teachers must know content well enough to select the appropriate information and units of study.
 -This text provides a definite link into middle content.
 -The making connections do an excellent job at linking science to writing, math, and some other subject area, throughout the text.
 -Lesson Plans are embedded within each section, but teacher may need to do more to enhance the effectiveness of the program.
 -Regardless of the reading level of the text, the conceptual understanding level is pretty high and the teacher may need some working knowledge of differentiated instruction.
 -The work or lab books and teacher manual are considered as free with purchase.
 -The assessments were age appropriate and several alternative assessments were included.
 -The teacher's manual and student's edition included pre, during, and post reading activities for students. It offer supplementary reading materials for student at different levels of reading that are also considered as free with purchase.
 -The critical thinking was appropriate.
 The only content standard it did not adequately cover was SC-05 3.5.1 in a deep enough level.

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

- a) Structure and Transformation of Matter ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- b) Motion and Forces ☒ Strong ☐ Moderate ☐ Little ☐ N/A

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- c) The Earth and the Universe ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- d) Unity and Diversity ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- e) Biological Change ☐ Strong ☐ Moderate ☒ Little ☐ N/A
- f) Energy Transformation ☒ Strong ☐ Moderate ☐ Little ☐ N/A
- g) Interdependence ☐ Strong ☒ Moderate ☐ Little ☐ N/A
- 2) **Addresses content-specific enduring understandings from the related Program of Studies standards.** ☐ Strong ☐ Moderate ☐ Little ☐ N/A
- 3) **Addresses content-specific skills and concepts from the related Program of Studies standards.** ☐ Strong ☐ Moderate ☐ Little ☐ N/A
- 4) **Content addressed is current, relevant and non-trivial** ☐ Strong ☐ Moderate ☐ Little ☐ N/A
- 5) **Provides opportunities for critical thinking/reasoning** ☐ Strong ☐ Moderate ☐ Little ☐ N/A
- 6) **Strengths, Weaknesses, Comments:**
- Specific strengths-which areas/concepts are covered exceptionally well?
 - Specific weaknesses-which areas/concepts would likely require supplementing?

Teachers must know content well enough to select the appropriate information and units of study.

-This text provides a definite link into middle content.

-The making connections do an excellent job at linking science to writing, math, and some other subject area, throughout the text.

-Lesson Plans are embedded within each section, but teacher may need to do more to enhance the effectiveness of the program.

-Regardless of the reading level of the text, the conceptual understanding level is pretty high and the teacher may need some working knowledge of differentiated instruction.

-The work or lab books and teacher manual are considered as free with purchase.

-The assessments were age appropriate and several alternative assessments were included.

-The teacher's manual and student's edition included pre, during, and post reading activities for students. It offer supplementary reading materials for student at different levels of reading that are also considered as free with purchase.

-The critical thinking were appropriate.

B. Functionality & Suitability

- ☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

- 1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age,

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ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) Content quality

☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) Connections to Literacy

Note: may apply to either student or teacher editions

☒ Strong ☐ Moderate ☐ Little

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) Connections to Technology

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners

☒ Strong ☐ Moderate ☐ Little

- Provides support for ESL students
 - Provides support for differentiation of instruction in diverse classrooms
- Note: may apply only to teacher edition*

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Teachers must know content well enough to select the appropriate information and units of study.

-This text provides a definite link into middle content.

-The making connections do an excellent job at linking science to writing, math, and some other subject area, throughout the text.

-Lesson Plans are embedded within each section, but teacher may need to do more to enhance the effectiveness of the program.

-Regardless of the reading level of the text, the conceptual understanding level is pretty high and the teacher may need some working knowledge of differentiated instruction.

-The work or lab books and teacher manual are considered as free with purchase.

-The assessments were age appropriate and several alternative assessments were included.

-The teacher's manual and student's edition included pre, during, and post reading activities

for students. It offer supplementary reading materials for student at different levels of reading that are also considered as free with purchase.
-The critical thinking were appropriate.

C. Supports Inquiry and Skill Development

☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Promotes Inquiry, research and Application of Learning

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

Note: may apply to either teacher or student edition

2) Skill Development

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

This text does a good job of providing opportunities for the students to conduct inquiry labs and analyze data that has been collected throughout. Multiple types of data were presented in graphs, charts, and various other visuals.

D. Supports Best Practices of Teaching and Learning

☐ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Engages Students

☒ Strong ☐ Moderate ☐ Little

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- Includes content geared to the needs, interests, and abilities of students
 - Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
 - Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
 - Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
 - Activities are truly congruent to the concepts addressed, not merely correlated
- Note: may apply to either teacher or student edition*

2) Uses Assessment to Inform Instruction

☒ Strong ☐ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
 - Provides evaluation measures in the teacher edition that supports differentiated learning activities
 - Embedded assessments reflect a variety of Depth of Knowledge levels
- Note: may apply to either teacher or student edition*

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

Teachers must know content well enough to select the appropriate information and units of study.

-The assessments were age appropriate and several alternative assessments were included.

-The teacher's manual and student's edition included pre, during, and post reading activities for students. It offers supplementary reading materials for students at different levels of reading that are also considered as free with purchase.

-The critical thinking was appropriate.

E. Has an Organization/ Format that Supports Learning and Teaching

☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Organizational Quality

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer software, web-based components) as either student or teacher resources
- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

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2) Essential Components (beyond student and teacher text)

☒ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

This text was laid out in a very logical manner and easy to follow through both the student and teacher text. It also allowed the use of various objectives and vocabulary at the beginning and throughout the chapters.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Multiple ancillary to look through.

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	Copyright - 2009	Edition - First	Readability - 5.4		
	Course -		Grade(s) - 5		
	Teacher Edition ISBN if applicable			9780153638664	

Overall Recommendation:

☒ **Recommended as Basal**

Overall Strengths, Weaknesses, Comments:

This basal is recommended because it includes the 7 big ideas of science and the Program of Studies for grade 5.

Teacher friendly organization

TE contains numerous resources to enhance instruction

Engaging investigations and text.

CRITERIA

This basal resource ...

A. Encompasses KY Content Standards & Grade Level Expectations

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

☐ Text is designed to be used in an elective course outside the Program of Studies

1) Includes the 7 Big Ideas of science to the following extent:

- | | | | | |
|---|--|-----------------------------------|---------------------------------|------------------------------|
| a) Structure and Transformation of Matter | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| b) Motion and Forces | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| c) The Earth and the Universe | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| d) Unity and Diversity | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| e) Biological Change | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| f) Energy Transformation | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |
| g) Interdependence | <input checked="" type="checkbox"/> Strong | <input type="checkbox"/> Moderate | <input type="checkbox"/> Little | <input type="checkbox"/> N/A |

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2) **Addresses content-specific enduring understandings from the related Program of Studies standards.** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

3) **Addresses content-specific skills and concepts from the related Program of Studies standards.** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

4) **Content addressed is current, relevant and non-trivial** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

5) **Provides opportunities for critical thinking/reasoning** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

6) **Strengths, Weaknesses, Comments:**

- Specific strengths-which areas/concepts are covered exceptionally well?
- Specific weaknesses-which areas/concepts would likely require supplementing?

Includes all of the 7 big ideas of science addressed in the Program of Studies for grade 5.

B. Functionality & Suitability

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

1) **Suitability** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Should be suitable for use with a diverse population and is free of bias regarding race, age, ethnicity, gender, religion, social and/or geographic environment; is free of stereotyping or bias of any kind.

2) **Content quality** ☒ Strong ☐ Moderate ☐ Little ☐ N/A

- Free from factual errors
- Content is presented conceptually when possible—more than a mere collection of facts
- Content included accurately represents the knowledge base of the discipline
- Theories/scientific models contained represent a broad consensus of the scientific community

3) **Connections to Literacy**

Note: may apply to either student or teacher editions

☒ Strong ☐ Moderate ☐ Little

- Employs a variety of reading levels and is grade/level appropriate
- Contains pre, during, post reading activities
- Provides opportunities for summarizing, reviewing, and reinforcing vocabulary skills and concepts at multiple levels of difficulty for a variety of learning styles.
- Student text provides opportunity to integrate reading and writing
- Uses vocabulary that is age and content appropriate
- Focuses on critical vocabulary vs. extensive lists
- Identifies key vocabulary through definitions in both text and glossary
- Engaging text- does the text facilitate learning?
- Does understanding the text require having performed the imbedded activities?

4) Connections to Technology

☒ Strong ☐ Moderate ☐ Little

- Integrates technology and reflects the impact of technological advances
- Uses technology in the collection and/or manipulation of authentic data

5) Support for Diverse Learners

☒ Strong ☐ Moderate ☐ Little

- Provides support for ESL students
 - Provides support for differentiation of instruction in diverse classrooms
- Note: may apply only to teacher edition*

6) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Meets the needs of ESL and Diverse learners. (Pgs. 66,67,68 in TE)

C. Supports Inquiry and Skill Development

☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Promotes Inquiry, research and Application of Learning

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities for inquiry and research that includes activities such as self-selecting topics, formulating authentic questions, gathering information, researching resources, observing, interviewing, and evaluating information, analyzing and synthesizing data and communicating findings and conclusions.
- Requires students to use higher-level cognitive skills (analysis, synthesis, evaluation, etc.)
- Provides activities and projects for students to deepen their knowledge and cultivate and strengthen problem-solving and decision-making skills.
- Provides opportunities for application of learned concepts.
- Uses a variety of relevant charts, graphs, diagrams, time lines, and other illustrations to invite and motivate students to engage in discussion, problem solving, and other high-order thinking skills.
- Emphasizes conceptual understandings that invite students to predict, conclude, evaluate, develop and extend ideas to support reasoning.

Note: may apply to either teacher or student edition

2) Skill Development

☒ Strong ☐ Moderate ☐ Little

- Provides opportunities to make sense of data
- Provides opportunities for critical thinking and reasoning (analyze arguments, distinguish fact/opinion, recognize bias)
- Provides opportunities to examine a range of types of evidence
- Contains embedded activities (or extensions) that emphasize use of technology for problem solving

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

Inquiry activities are at the beginning of each lesson that promote skill development.

There are also opportunities for independent inquiry.

D. Supports Best Practices of Teaching and Learning

☐ Strong Evidence
☒ Moderate Evidence
☐ Little or No Evidence

1) Engages Students

☒ Strong ☐ Moderate ☐ Little

- Includes content geared to the needs, interests, and abilities of students
- Engages and motivates students using components such as real-life situations, simulations, experiments, and data gathering.
- Includes information and activities that assist students in seeing relevance of concepts (where appropriate) to their own lives and experiences
- Provides a variety of strategies, activities, and materials to enhance student learning at the appropriate learning levels
- Activities are truly congruent to the concepts addressed, not merely correlated

Note: may apply to either teacher or student edition

2) Uses Assessment to Inform Instruction

☐ Strong ☒ Moderate ☐ Little

- Includes multiple means of assessment as an integral part of instruction
- Provides evaluation measures in the teacher edition that supports differentiated learning activities
- Embedded assessments reflect a variety of Depth of Knowledge levels

Note: may apply to either teacher or student edition

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards

Engaging curriculum that provides a variety of strategies to enhance student learning.

Contains lesson reviews and end of chapter test prep, but the teacher would have to produce a summative assessment to meet Kentucky's standards.

E. Has an Organization/ Format that Supports Learning and Teaching

☒ Strong Evidence
☐ Moderate Evidence
☐ Little or No Evidence

1) Organizational Quality

☒ Strong ☐ Moderate ☐ Little

- Print and/or electronic materials present minimal barriers to learners
- Presents chapters/lessons in an organized and logical sequence
- Provides clearly stated objectives for each lesson.
- Uses text features (e.g., titles, headings, subheadings, review questions, goals, objectives, space, print, type size, color) to enhance readability.
- Makes use of various forms of media (e.g., CD's, recordings, videos, cassette tapes, computer

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software, web-based components) as either student or teacher resources

- Includes clear, accurate, appropriate and clearly explained illustrations and/or graphics that reinforce content standards.
- Incorporates a glossary, footnotes, recordings, pictures, and/or tests that aid pupils and teachers in using the book effectively
- Uses grade-appropriate type size

Included media are durable, easy to use and have technical merit

- Construction appears to be durable and able to withstand normal use

2) Essential Components (beyond student and teacher text)

☐ Strong ☐ Moderate ☐ Little

- Items identified as essential components support the learning goals and concept coverage of the basal

3) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

This basal may stand alone as a source, but teacher support materials should be offered as essential materials.

F. Has available Ancillary/ Gratis Materials

Note: The decision whether to recommend or not recommend this resource as a basal should not be influenced by Section F

☒ **Strong Evidence**
☐ **Moderate Evidence**
☐ **Little or No Evidence**

1) Ancillary/Gratis Materials

- Coordinates teacher resources easily with student material (e.g., accompaniments included, student pages shown, instructional technology indicated).
- Are well-organized and easy to use
- Provide substantive learning opportunities and are congruent with student learning goals
- Provide opportunities for high-level thinking, assessment, and/or problem solving

2) Strengths, Weaknesses, Comments:

- Reviewers may provide page numbers to point out specific strong examples for individual evaluation standards.

Investigations require the purchase of additional materials.

Below-level, On-level, and Above leveled trade books are available for purchase.